

Greg Metelli Coor
Aspira, Inc.
Annual Report 1984

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Aspira of New York, Inc.

332 East 149
Bronx, N.Y. 10451
212 292-2690

ON THE COVER

The Pitirre logo is derived from the bird of the same name, which is native to Puerto Rico. It is noted for its ability to soar higher than any bird on the island, and is used by Aspira to symbolize the soaring aspirations of Puerto Rican youth.

EXECUTIVE STAFF

Executive Director Angelo Gonzalez
Deputy Director for Programs William Nieves
Chief Director Lydia Sanchez
Associate Director of Development Jane Arce Belo
Executive Assistant Lydia Torres

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JULIA E. RIVERA
3 HAVEN PLAZA, #100
NEW YORK, NY 10003

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CHAIRPERSON'S STATEMENT

The past eighteen months have witnessed the firm reestablishment of ASPRA of New York, Inc. as the leader in the delivery of educational services and in research and advocacy. Our call to action... *Ahora Mas Que Nunca (Now More Than Ever)*... reemphasizes the vitality and relevancy of our mission—to improve and enhance the economic, political and social well-being of the Puerto Rican/Hispanic community in New York by providing educational opportunities for our youth.

The benchmarks that attest to ASPRA of New York's success as it approaches its first quarter century of existence, are many:

During the 1983-84 program year ASPRA served 3,000 high school and college students through a growing number of programs that include leadership development, skills training, career and financial aid counseling, tutoring, and college retention.

Agency staff has surpassed fifty full time, highly committed personnel, many of whom were themselves former Aspirantes: students served by ASPRA.

A drive is under way to attract and formally integrate former Aspirantes back to the Agency. They will serve as role models to the students as well as help in fund raising efforts.

ASPRA's well documented and highly publicized report on New York City's monumental dropout problem has caused the Board of Education to begin specific efforts to address the issue. Additionally, the report served as a stimulus for a recognition grant from Coca-Cola, U.S.A., for \$100,000 a year for four years to carry out a pilot enrollment retention program at Morris High School, in the Bronx.

ASPRA continued to monitor and, at times, augment the NYC Board of Education's efforts with groups such as the Education Round Table, assuring enforcement of the 1974 Aspira Consent Decree for bilingual education.

BOARD OF DIRECTORS

Gladys Carrion, Esq. **Chairperson**
Frances Comas **Vice-Chair, Programs**
Angelo Falcon **Vice-Chair, Educational Policy**
Philip Rivera **Vice-Chair, Development**
José Serpe **Secretary**
James L. Solvan **Treasurer**

ASPRA Works! It has produced, both in the public and private sectors, the up-and-coming Puerto Rican/Hispanic leaders in New York and elsewhere in the U.S. More than half the Hispanic medical doctors in the U.S. today are former Aspirantes. Government officials, both elected and appointed, and corporate executives in all facets of business have received their initial motivation, encouragement and career orientation and assistance from ASPRA.

But the need for ASPRA remains. Dropout rates remain high. College enrollments remain low. Scholastic performance remains poor. Education-related services remain deficient. Our students face life challenges that often adversely affect their ability to perform in school. It is ASPRA that makes the difference.

The need also remains to increase our capacity to deliver. That can only happen by expanding and strengthening our corporate and foundation income base.

Our financial aim is to achieve stability and 'self-sufficiency' through private funding. This will mean forging new, broader and deeper partnerships with the private sector and foundation grantors as well as with former Aspirantes and other community members. We can do it. ASPRA of New York, Inc. is an investment in a better future for all concerned, be it the students, the Puerto Rican/Hispanic community, private and public institutions and the community-at-large. The needs are great—as are our expectations and commitment to them.

Gladys Carrion, Esq.

Blanca Cedeño
Wilfredo Chabrier
Johnny Colon
Minerva Delgado
Nancy Fener
Fr. Roberto Gonzalez
Sandra M. Palloja, M.D.
Raymond Plumey
Nathan Quijones
John J. Ros
Michelle Rodriguez
José Rodriguez
Auril Vives
William Radinon *Advisor to Board*
Dr. Rosa Estades *Honorary Board Member*
Luz Maria Forolosa *Honorary Board Member*
Hon. Miguel O. Martinez *Honorary Board Member*
Mario Abreu *Honorary Board Member*

EXECUTIVE DIRECTOR'S REPORT

As ASPRA of New York enters its twenty-third year, its missions is as relevant today as it was at its founding. The Aspira Process is still a source of self-pride, a stimulant and lasting commitment to work with and inspire our youth at a critical time in their lives to further their education.

ASPRA has played a major role in my own life. During my student days, it opened my mind to what I could be. Other Puerto Rican students and professionals were similarly affected. Today, as Executive Director, I keep rediscovering the source of ASPRA's strength: the legacy of its founding members, their faith and hope in our cultural heritage, and the ongoing commitment of hardworking staff, board members, and community advocates.

Yes, that is what makes ASPRA special and truly unique—the sharing of a common bond; a deeply embedded belief in our family structure that transcends the hopes and dreams of our parents and grandparents. Out of this strong bond comes the strength to cope with serious economic, political, and social changes that have faced our organization time and again and even today threaten the employment, educational, and financial opportunities of our youth.

The need for resources to maximize the delivery of services means that ASPRA must and will continue its efforts to strengthen its base of support within the private sector. This relationship is not simply a means to replace lost public revenues, but is necessary to ASPRA's long term goal of achieving self-sufficiency and the private sectors commitment to provide all segments of society an equal chance to succeed. We believe that partnership with committed and responsible members of the private sector is the most viable means to insure that ASPRA will always be there to serve our youth.

Of course, there is a great need for us to look within our own community for mutual support. We encourage active partnerships with Hispanic entrepreneurs who, we feel, have a critical role in contributing to the social and economic life of our community. Such an investment is helping to shape a better future for our youth and will have a significant return in the form of professional individuals who will enhance the quality of life in our community.

My message is not about how Hispanic youth are surviving the present climate of limited resources, nor is it to justify ASPRA's existence. My message is, rather, to seek your continued support and steadfast commitment to helping us improve the quality of education and access to educational opportunities for the youth we serve.

Angelo Gonzalez



Students become Aspiantes — 1983 Aeydo Ceremony.

The Leadership Development Program dates back to the beginning of ASPIRA, in 1961, and is the primary conduit by which the mission and philosophy of the agency are put into programmatic practice. This program offers leadership training, academic services, cultural enrichment activities and creative workshops.

The Clubs

Leadership Development has a club structure that is active in fifteen high schools throughout the Bronx, Manhattan, Brooklyn, and one club based at our headquarters.

In 1983-84, the clubs met 192 times, with 643 students attending club orientation, of which 318 participated actively in other club activities.

In addition to providing 69 group counseling sessions and 938 individual counseling sessions this fiscal year, the Leadership Development Program conducted 65 workshops. Requirement for High School, Study Skills, Latinas-Young Women of Potential, Social Communication and The Importance of Education in Society, were among the workshops conducted. Moreover, the Leadership Development Program placed 60 students in post-secondary institutions.



1983 Summer Discovery Trip to Puerto Rico. Students' meet with the Honorable Miguel Agosto, President of the Puerto Rican Senate.

The Federation

The ASPIRA Clubs Federation (A.C.F.), comprised of representatives from each of the ASPIRA Clubs, met 15 times as a planning committee for citywide ASPIRA events and as a clearinghouse for ideas and information sharing on a variety of student-related issues.

On January 7, 1984, ACF held an Aeydo Ceremony (a traditional celebration of unity rooted in the Taino Indian culture of Puerto Rico) which ASPIRA uses to symbolize aspiration for students. One hundred fifty (150) students took the oath pledging their commitment to responsibly work towards self-improvement and the betterment of their community. Over 500 parents, family members, and friends were present to share in this emotional and memorable evening.

In March 1984, the Federation developed and carried out a major conference titled "Latino/Puerto Rican Youth Conference." One hundred forty-eight (148) students were brought together to address and analyze issues and concerns which impact on Hispanic youth, including: the condition of minority education in New York City (with an emphasis on the dropout crisis); youth employment; cultural awareness; and community involvement.

This past June, the ASPIRA Annual Awards Ceremony was held to recognize scholastic achievement. The following awards were presented to students: Pilline Leadership Award (1), Pilline Academic Achievement Award (1), Academic Achievement Awards (21), Service Awards (30), and Meritorious Progress Awards (32). In addition, 9 students were presented with ASPIRA/Edwin Gould Scholarship Awards, and two ASPIRA Club Faculty Advisors were presented Faculty Service Awards.

After being dormant for several years, the Summer Discovery Trip to Puerto Rico was reactivated in August, 1983. We consider these trips to be critical to the development of cultural identity in young Puerto Ricans—some of which have never been to the island. The degree of self-respect that a young person will have for him or herself is directly related, we have found, to the degree of respect that they have for their culture. Apart from the sheer joy of being in Puerto Rico, their homeland, the thirty-three young people fortunate enough to make the encounter (discovery) trip received an orientation of their island's history, culture, social and political structure. Talks were hosted by leaders in each of these areas of Puerto Rican life. And, of course, their daily contact with the people of Puerto Rico was a major part of helping the students understand themselves and their heritage, and instill a sense of self-esteem.

Leadership qualities are recognized and encouraged among all members of the ASPIRA Clubs. These same abilities are often put to use in recruiting and developing new club members each succeeding school year.

Plugging in the values for ΔH° and ΔS° that are given in the question yields:

$$T = \frac{\Delta H^\circ}{\Delta S^\circ} = \frac{-100 \text{ kJ/mol}}{-0.25 \text{ kJ/mol}^\circ\text{C}} = 400^\circ\text{C}, \text{ or about } 770^\circ\text{F}$$

56. (a) The three functional groups $\text{C}=\text{C}$, $\text{C}-\text{C}$, and $\text{C}-\text{O}$ are all electron deficient and accept a nucleophilic attack by water. Protonation will occur on the middle carbon to give a tetrahedral intermediate in the most stable arrangement, and the mechanism for this will be indicated by water in the next step.

(b) For the Ag^+ , $K_{sp} = [\text{Ag}^+][\text{Cl}^-] = 1.8 \times 10^{-10}$. If $[\text{Cl}^-] = 10^{-3}$, the equation becomes $[\text{Ag}^+](10^{-3}) = 1.8 \times 10^{-10}$. Solving for $[\text{Ag}^+]$ gives $[\text{Ag}^+] = 1.8 \times 10^{-7}$. Taking the square root of both sides gives $[\text{Ag}^+] = 1.3 \times 10^{-4}$.

(c) This is a balanced reaction that produces hydrogen gas. The reaction will be faster in the right of the beakers than are accompanied by a base or acid, so they are flammable. Since the reaction will work best in a basic medium.

For thirteen years, ASPRA's Health Careers Program has regularly placed students in medical schools and pre-medical and health careers training programs at the undergraduate level. The Health Careers Program offers counseling, orientation, and financial aid assistance. Students participate in workshops, seminars, health fairs and internship programs. The Pre-Medical Public Health Service component is Federally funded and is aimed at high school students. The Robert Wood Johnson Foundation component is aimed at college level students interested in the medical profession. Both programs aim to increase the number of Hispanics actively working in the health field, either in research or direct service delivery.

During 1983-84, the RWJ program serviced 126 students, and conducted ten workshops on various topics, including essay writing, the medical school application process and interview skills. A lecture series was also conducted on Doctor Woman-Woman Doctor, Minorities in Medicine, and The Applicant Who Does Not Gain Admission. In the implementation of these workshops and lectures, RWJ utilized ASPRA Health Career alumni as speakers and workshop leaders.

In the Spring of 1984, RWJ and ASPRA, Inc. of New Jersey cosponsored a Health Professions Conference, in association with the Newark School of Medicine. Over 150 students interested in pursuing careers in the medical and health field were given valuable orientation on the benefits and demands of a career in this field.

In addition to ongoing counseling sessions, RWJ provides students with activities designed to facilitate entry into medical school, including:

- Medical College Admission Test (MCAT) Preparatory Course: 24 students participated in the MCAT Preparatory Courses this year. Prior to commencement the students are pretested and upon completion of the course, post-tested. This testing has shown that through the MCAT Prep Courses stu-

dents are able to significantly increase their scores... in some cases by as much as 50%. More importantly the results of the post-test are a precursor of the actual MCAT results.

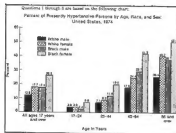
b. Internships: Throughout the academic year, ten students participated in Internship programs (20 hours per week) at various hospitals and health care institutions such as the American Red Cross, North Central Bronx, Columbia-Presbyterian and Jacob J. Hospital. Knowledge gained through internships is invaluable as students are exposed to the realities of a medical profession.

c. Summer Medical School Programs: During the summer of 1984, nine RWJ students were selected to participate in Summer Medical Programs at U.M.D.N.J.-Rutgers, Cornell Medical School, Harvard Medical School and Caseopathic Medical School. Acceptance into medical schools is often times influenced by participation in these highly competitive and intensive summer programs.

In this program year, 21 RWJ students applied to medical schools and 18 were admitted. Since 1980-81, fifty-two (52) students have been placed in medical schools by this component.

The RWJ Health Careers Club met 24 times during this program year. The 30 member club developed and implemented various programmatic and fundraising activities, the proceeds to be applied to financial assistance for program students (i.e., medical school application fees, air-fare for out of town interviews, etc.) During this fiscal period, 125 students benefited from the services offered.

Ten of the Pre-Med PHS students participated in summer internships at the American Red Cross and Bellevue Hospital. The placement record during this fiscal period for PHS was also successful: nine students were placed in pre-medical programs, ten in nursing programs, and four in allied health fields.



M.C.A.T. Review Course samples.

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Aspira Talent Search Project Career Fair at Hunter College.

The Talent Search Program identifies students with exceptional potential for college level study. Program activities include academic and financial aid counseling, campus visits, study skills workshops and participation in college admission interviews arranged by our counselors. In the interest of reaching out to large numbers of students needing academic and career counseling, the Aspira Talent Search Program held 70 career workshops in 1984. In addition, three Scholastic Aptitude Preparation Courses were conducted with the participation of 60 students.

Two major college conferences were held during this fiscal period to disseminate information on colleges. The first, held in December 1983, at Fordham University, had representatives from 33 colleges and was attended by 260 students. The second conference, in May, at Columbia University, brought together forty-five college representatives and 520 students—the highest turnout for Aspira to date.

In addition to the conventional method of obtaining information at the conferences, a series of workshops were held where students had the opportunity to ask questions and receive direct assistance in solving financial aid and career concerns.

Overall, during 1983-84, this program serviced 1,201 students, provided 1,800 counseling sessions, visited five college campuses, and placed 414 students in post-secondary institutions.

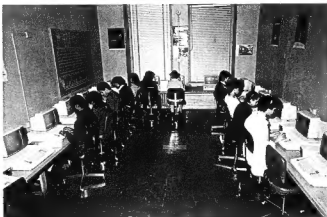
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Not all Aspirantes are college bound. What is important to us is that their endeavors result in a better life and make them willing contributors to their community. Aspira's Consolidated Youth Employment Program (CYEP) is designed for high school graduates and dropouts seeking a viable alternative to a college experience. In Aspira's CYEP, students choose from a variety of training courses; including Data Entry/Accounting, Word Processing, Clerk Typist, and Digital Technology. We also provide G.E.D. preparation for dropouts.

Students receive counseling and participate in workshops which orient them to the job market and help them develop the proper professional attitude to better function in a business setting. Upon graduation, Aspira job developers place students in positions made available by cooperating businesses.

Sixty-eight (68) students participated in CYEP training programs this fiscal period. Forty-seven (47) were placed in jobs and two were placed in colleges.

Aspira Consolidated Youth Employment Program. Students trained in computer skills.



While we recognize the critical need to prepare students for college, it is equally important to be there for them once they reach that objective. Seeing Aspirantes graduate from college is as important to us as placing them there.

The CCNYAspira Special Services Program is a college retention program available to students attending City College of New York. Services include academic, financial aid and personal counseling, and a basic skills component which reinforces academic skills.

During this fiscal period, the program serviced 553 students, conducted 1,836 counseling sessions, and 324 students participated in tutorial sessions. The retention rate of students who participated in this special services program for just one year was 97 percent.

In addition to the participation of 91 students in career and financial aid workshops, 136 students took advantage of Test Taking/Study Skills, Term Paper Writing and Speech workshops.

An International Cultural Festival, coordinated by the CRP, was held May, 1984 and included cultural performances, distinguished speakers on film and the arts, and art exhibits. Over 300 students were drawn to this event.

As a measure of the success of the College Retention Program at CCNY, only ten students were counted when an Aspira Club was organized in the Fall of 1983. By the Spring of 1984, the club had a roster of 60 charter members, and the club had gained the status of a Chartered Student Organization at City College. Thirty-one meetings were held by the club for the fiscal period.

CCNYASPIRA Special Services Program. Ms. Rodrigo, counselor, helps students plan academic programs.



The Mayor's Scholarship Program is a vital arm of ASPIRA's outreach services efforts. This program enables us to offer financial aid counseling, assistance and information. ASPIRA is also responsible for disseminating the Mayor's Scholarship Applications to students throughout New York City. Ten thousand five hundred sixty (10,560) applications were distributed this fiscal year; 454 individual counseling sessions were conducted; 72 high school visits were made; information regarding the Scholarships was disseminated at 20 college fairs; and 37 workshops were conducted.

In January 1984, the Mayor's Program provided a Financial Aid Training Seminar for Community Organizations attended by 90 participants representing 45 community based organizations.

The Mayor's Scholarship Program has also compiled information on various types of financial assistance and scholarships, and has developed a Resource Bank which is available to students seeking such information.

Our programs are most effective when they work in tandem with other services. Through the continued support of the Edwin Gould Foundation for Children, nine scholarships, totaling \$4,000 were awarded to Aspirantes who demonstrated high academic achievement in high school or in college.

Aspira Mayor's Scholarship Program conducts Financial Aid Seminar for community organizations.





New York State Board of Regents
Medal of Excellence awarded to
Dr. Antonia Pantoja, and entrusted by
Dr. Pantoja to Aspira of New York.

Aspira of New York, inc. continues to be a major advocate for the Puerto Rican community on education-related issues.

Of special significance was the impact of a major study commissioned by ASPRA of New York on the state of minority secondary education in New York State and New York City. The major findings of the report released in June, 1983, include:

The New York City overall dropout rate of 66 percent is four times that of the rest of the State.

The dropout rate for Whites is 50 percent, Blacks 72 percent and Hispanics 80 percent.

The percent of graduates receiving the college-oriented Regents endorsed high school diploma in New York City is half that for the rest of the State.

The low percentage of Puerto Rican and Hispanic teachers and administrators, despite the continued increase of Hispanic students, is extremely low.

The strong relationship between high school completion and gainful employment indicates the direct relevance of the high dropout problem to the economic development of both the Puerto Rican community and New York City as a whole.

The purpose of conducting research into the dropout problem was to stimulate public concern and discussion on issues important to the Hispanic community and to the city as a whole. Since its release, the report has sparked a renewed debate on the seriousness of the dropout problem. Specifically:

Meetings have been held between officials of the New York City Board of Education and representatives of ASPRA in an effort to work cooperatively in dealing with the dropout problem.

Discussions have ensued between the Alliance for Public Schools and the American Can Company regarding the allocation of funds for the implementation of an in-depth study on the dropout problem.

In May, 1984 in response to the dropout crisis, Coca-Cola, U.S.A. in conjunction with their National Hispanic Education Fund, announced the assignment of a \$100,000 grant to ASPRA of New York, inc. for the implementation of a pilot project designed to reduce the high dropout rate at Morris High School in the South Bronx. The ASPRA AYA.R.E. Project (Aspire to Win through Academic Retention & Excellence) is a unique, four-point program that is carried out during the normal school operating hours and is designed to address social, personal, community and academic factors that impact on school retention. The project commenced full operation in the Fall of 1984. It provides career counseling, basic skills improvement, leadership development and family assistance.

ASPRA of New York, inc. remains committed to challenging the high dropout rate in New York City and will continue to encourage further dialogue on the implementation of policy addressing student high school retention.

In the area of bilingual education ASPRA continues to monitor the state of bilingual education in New York City. Through the assistance of the Puerto Rican Legal Defense and Education Fund, compliance reports are reviewed and meetings conducted with the Office of Bilingual Education to insure that entitled students are receiving full bilingual programs as mandated by the ASPRA Consent Decree.

Throughout the year ASPRA participated in many other advocacy initiatives including the provision of testimony at several public hearings:

On October 11, 1983 testified at the State Education Committee Hearings *Setting Priorities for New York State Public Education in the Future*.

On January 23, 1984 testified at the State Caucus on Children Hearings on School Dropouts.

On January 26, 1984 testified at the New York City Board of Education Hearings on the Chancellor's Budget Request.

On March 2, 1984 testified at the Governor's Advisory Committee for Hispanic Affairs State of New York Hearings.

On March 9, 1984 testified at the State Assembly Education Committee Hearings.

On May 5, 1984 testified at the Board of Inquiry National Coalition of Advocates for Students New York City Hearings.

Moreover, ASPRA of New York continues to serve an active role on various committees and forums which address education-related issues:

The New York City Private Industry Council
The Educational Priorities Panel
New York City Alliance for Public Schools
Commissioner's Advisory Council on Bilingual Education
Chancellor's Advisory Commission to Promote Equal Opportunity
National Coalition of Advocates for Youth
New York City Board of Education Educational Advocates Advisory Committee

Throughout its twenty-three years, ASPIRA of New York has served many thousands of young people. Recognizing that our former Aspirantes are a valuable untapped resource, ASPIRA's Board of Directors decided to initiate a major alumni campaign. As a first step in this process an ASPIRA Alumni Survey was developed by Mr. Angelo Falcon, Executive Director of the Institute for Puerto Rican Policy and conducted in cooperation with the Graduate School for Community Development headed by Dr. Antonio Pantoja, ASPIRA's founder. The objective of this pilot study was: a) to evaluate the impact ASPIRA has had; b) obtain ideas for the formation of an alumni association; c) determine where former Aspirantes are today, professionally; and d) begin the process of identifying alumni and formulating a mailing list.

Auditor's Report

Board of Directors
Aspira of New York, Inc.

We have examined the balance sheet of ASPIRA of New York, INC. as of June 30, 1984 and the related statements of support, revenue and expenses and changes in fund balances, changes in financial position, and functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of ASPIRA of New York, INC. as of June 30, 1984, and the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

SOL MASCH & COMPANY

Certified Public Accountants
November 1, 1984

Treasurer's Report

Despite financial uncertainties, ASPIRA has provided much-needed services to the Hispanic community, while moving aggressively to reduce the deficit incurred in previous years.

As a result of a new management team and greater involvement from the Board of Directors, significant improvements are evident. A major drive to increase the financial support from the corporate and foundation sector was initiated. An Associate Director of Development was hired to oversee the implementation of the agency's action plan for fund raising and public relations. In addition, for the first time, the agency successfully reached out to its alumni for support. Tight controls were placed over expenditures and cost effective measures were implemented to reduce overall administrative costs.

These actions have yielded impressive results:

- The agency has been able to reduce its reliance on governmental funding;
- ASPIRA has succeeded in increasing corporate and foundation support by 50%;
- Administration costs have been reduced by 20%;
- The reduction of our outstanding tax liability continues to be extremely favorable.

ASPIRA is confident that it has taken the appropriate steps to address and improve the agency's finances while maintaining a high level of services to the Hispanic community.